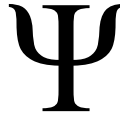


SPRING GROVE HOSPITAL CENTER

Established 1797

55 Wade Avenue, Catonsville, Maryland 21228

(410) 402-6000



Department of Psychology

APA- Accredited Pre-Doctoral Internship In Clinical Psychology

Internship Training Year 2013-2014



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55 Wade Avenue
Catonsville, Maryland 21228
Est. 1797

An Agency of the State of Maryland - Department of Health and Mental Hygiene
(410) 402-6000



DEPARTMENT OF PSYCHOLOGY

APA-ACCREDITED PRE-DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

INTERNSHIP TRAINING YEAR 2013-2014

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Spring Grove Hospital Center, as an agency of the Maryland Department of Health and Mental Hygiene (DHMH,) prohibits discrimination on the basis of race, color, sex, national origin, religion or belief, marital status, sexual orientation, genetic testing, political affiliation, and mental and/or physical disability in the operation and administration of its services, facilities, programs, benefits, and employment opportunities. The Department of Psychology does not discriminate on the basis of any factor that is irrelevant to the successful completion of internship training. All qualified applicants from qualified programs are considered.

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SPRING GROVE HOSPITAL CENTER

Spring Grove Hospital Center is a large psychiatric hospital owned and operated by the State of Maryland, and is under the governance of the Mental Hygiene Administration of the Department of Health and Mental Hygiene. It is accredited by the Joint Commission. The hospital provides a broad spectrum of inpatient psychiatric services to adults and adolescents. Spring Grove was founded in 1797 and is now the second oldest continuously operating psychiatric hospital in the United States.

Spring Grove Hospital Center's patient units are currently organized into two main inpatient hospital levels of care. The Admissions Division provides acute, short-term care and treatment. There are approximately 150 beds in the Admissions Division divided into six separate units. A second level of care, Continued Care Division, provides extended hospital-level care and treatment to patients with serious and persistent mental illness and is comprised of approximately 220 beds located in a number of buildings throughout the campus. A third, non-hospital level of care is also included within the facility. Specifically, the Secured Post-Evaluation Forensic (SPEF) Unit, is a 24-bed domicile for forensic patients discharged from the hospital and awaiting either placement or resolution of their legal charges.

Several units in the hospital offer sub-specialized services. These include: an Adolescent Unit; a Treatment Research Unit; and a Medical/Psychiatric Unit designed to provide care and treatment to psychiatric patients who suffer from serious medical illnesses. Further, the hospital's Forensic Services provide both inpatient and outpatient/ambulatory pre-trial evaluations. Forensically-involved patients, both pre-trial and adjudicated, are dispersed throughout the hospital and on all units, with no unit specifically designated for forensic patients.

Fully accredited and certified, Spring Grove Hospital Center has an on-going commitment to providing psychiatric care and treatment of the highest quality. The hospital also maintains a number of student teaching programs and serves as a popular training site for many professional schools, including the University of Maryland. Training facilities at Spring Grove Hospital Center include the Sulzbacher Library for staff, which contains an array of current mental health journals and books. The Library participates in an inter-library loan arrangement and staff also has access to computer searches. The Department of Learning Resources provides mandatory education classes to all new employees, including interns, to assure basic knowledge in areas such as CPR, infection control, patient rights, etc. Additionally, Spring Grove Hospital Center is located within driving distance of several university libraries and the Library of Congress in Washington, D.C.

HOSPITAL MISSION, VISION AND GUIDING PRINCIPLES

Mission: To provide quality mental health services to the citizens of Maryland in a progressive and responsible manner, consistent with recognized standards of care.

Vision: Spring Grove Hospital will be recognized as a national leader for excellence in psychiatric care, research and education.

Guiding Principles:

- Best Practices of Clinical Care and Treatment Recovery
- Collaboration and Teamwork
- Communication
- Diversity
- Efficient and Environmentally Sound Use of Resources
- Education and Training
- Empowerment

- An Environment that is free of Coercion
- Humanistic Attitudes
- Professional Competency and the Highest Ethical Standards
- Promotion of Patient Rights and Responsibilities
- Research and Innovation
- Safe Environments

THE PSYCHOLOGY DEPARTMENT

The Psychology Department faculty at Spring Grove Hospital Center currently consists of 13 full-time and 7 half-time doctoral-level psychologists, a Certified Neuropsychology Technician, and a department secretary. Deborah Haskins, Ph.D., a consultant from Trinity College in Washington, D.C., participates in the internship program as the leader of the Diversity Training Seminar. The Director of Psychology reports directly to the Clinical Director of the hospital (see Organizational Chart) and is included in hospital-wide management committees. All of our department faculty members participate in the Internship Training Program in some capacity (e.g., training supervisors, seminar leaders, special topic presenters, intern candidate interviewers) and make suggestions/recommendations for program modifications. In addition, the Internship Training Committee (ITC) is comprised of key members of the psychology training staff; the committee is directly involved in planning and implementation of the internship training program.

As integral members of interdisciplinary treatment teams, psychologists participate in all aspects of patient care, including initial evaluations of new admissions, and treatment and discharge planning. Thus, Psychologists engage in patient interviews, Initial Psychological Assessment (IPA), comprehensive psychological evaluations, behavioral consultations, interdisciplinary treatment team decisions, individual and group psychotherapy, consultation with other staff, and serve as liaisons with outside agencies. Psychologists also participate on various hospital-wide committees and have representation up through the highest levels of administration.

The Psychology Department has the responsibility for developing and setting up behavioral interventions for patients at Spring Grove Hospital Center. The Individual Treatment Team submits a referral to the Psychology Department's Behavioral Specialists for consultative services. Psychology interns will take part in behavioral case consultation over the course of the training year (see Specific Internship Requirements). The Psychology Department's Behavioral Specialists provide education and training within Spring Grove Hospital Center and at other psychiatric hospitals.

The Psychology Department at Spring Grove Hospital Center also provides neuropsychological consultation to treatment teams and comprehensive neuropsychological evaluations to patients. In-service education regarding neuropsychological assessment is available for hospital and Psychology Department staff. Psychology interns attend a bi-monthly Neuropsychology Seminar that is designed specifically for them (see Didactic Training).

PRE-DOCTORAL INTERNSHIP TRAINING PROGRAM

The year-long, 40 hours/week full-time pre-doctoral Internship Training Program in Clinical Psychology at *Spring Grove Hospital Center* is APA-accredited and a member of APPIC. The program has been continuously APA-accredited since 1971. The next accreditation review is scheduled for 2017.

COMPENSATION AND BENEFITS

Spring Grove Hospital Center currently offers three (3) fully-funded Psychology Internship positions. As of June 2012, the current stipend is \$26,403, as well as a choice of optional subsidized insurance coverage (health, dental, life, prescription) for a small percentage premium payment for participation.

As State of Maryland employees, interns' benefits include 11 excused federal/state holidays, 9 Personal days (3 available during first 3 months of internship and 6 more available starting in January), 10 days of accrued annual leave, and up to 15 days of earned sick leave, as well as various arranged educational leave days. Our internship is designed to be accomplished in 40 hours per week; however, interns regularly put in extra volunteer hours on their own for research or other learning endeavors. Additionally, interns can earn Compensatory time.

STATEMENT OF PHILOSOPHY AND MODEL OF TRAINING

Philosophy

The philosophy of training in the psychology internship program at Spring Grove Hospital Center has emerged as a natural application of our approach to patient care. We believe that every human being is worthy of respect and has the potential for growth and change, regardless of their individual circumstances, age, ethnicity, degree or type of mental illness; that each individual has the right of self-determination which must be honored; we must encourage all individuals that we professionally encounter to identify and work toward their own personal goals to improve their quality of life; and that we as helping professionals have an obligation to assist them in that endeavor.

We encourage interns to develop as an individual professional within the structure of the program by offering a wide variety of learning experiences within which they are encouraged to develop their own abilities and interests as well as to master essential core competencies. Just as we believe that interns should not take a rigid and dogmatic approach to working with our patients, we aspire to train them in a thorough manner that is also flexible enough to accommodate their individual goals. Thus, by adopting this approach, we strive to teach interns to assist others in a manner that will maximize their potential for self-efficacy and empowerment. We further believe that the best way to teach interns to help others is to provide them with a strong knowledge skill base and to guide them in the judicious application of that knowledge in their work with our patients.

It is our conviction that the science of psychology must be creatively applied to the art of practice to maximize our ability to assist individuals in reaching their potential. We strive to teach interns to be consumers of research and critical thinkers and to apply that knowledge in a practical and creative manner when assisting those with whom they work. We teach our interns to apply the latest of the scientific literature to practical applications with patients under our care. This is accomplished by exposing them to the literature regarding evidence-based treatments while at the same time teaching them to be analytic, critical thinkers, particularly in those instances where the data may be limited or lack quality. Therefore, we advise our interns to be practical in their approach to assessment and treatment in working with our inpatient seriously mentally ill (SMI) population, as well as others served by the hospital.

Training Model

The Psychology Internship Training Program at Spring Grove Hospital Center is a general pre-doctoral psychology internship program that endorses a Practitioner-Scholar model. It is designed to train and prepare competent, independent practitioners of professional psychology who will deliver clinical psychology services and lead mental health providers in the delivery of services to the public in various settings, with a particular focus on service provision to the seriously mentally ill patient population. The Internship Training Program strongly encourages the integration of the theoretical and empirical literature in all areas of professional decision-making. The program further trains and develops fledgling psychologists who are able to critically evaluate and use available literature in the field and who will approach assessment, intervention, and consultation from a scholarly, evidence-based approach. At the same time, the program encourages interns to develop a unique identity consistent with the best practices in the field, professional ethics and values, and the individual's own personal therapeutic style with a sensitivity towards diversity and individual differences.

Goals and Objectives

Goal 1. To develop fledgling Clinical Psychologists who are generally competent in the assessment and treatment of patients with a particular emphasis on the seriously mentally ill.

Objectives

- 1.a. Interns will demonstrate competence in assessing various age, cultural, and diagnostic groups using appropriately chosen procedures and tests with respect to evidence based considerations.
- 1.b. Interns will demonstrate competence in therapy interventions with individuals and groups based on the latest best practices and empirical evidence concerning efficacy while showing sensitivity to cultural and diversity issues which may arise.
- 1.c. Interns will demonstrate basic competency in consultation concerning clinical problems which present themselves in context of patient care by relating effectively and meaningfully with various disciplines, groups, community organizations, colleagues, and peers in the provision of patient care and services.
- 1.d. Interns will demonstrate the application of ethical concepts and awareness as well as implications of legal issues regarding professional activities with individuals, groups and organizations.
- 1.e. Interns will demonstrate the ability to develop short and long range plans for professional growth as well as development and advocacy for the profession.

Goal 2. To develop psychologists who are competent in the complexities of providing supervision to other professionals.

Objectives

- 2.a. Interns will demonstrate the ability to utilize supervision support, guidance, teaching and suggestions effectively.
- 2.b. Interns will demonstrate the knowledge, theory, and evidence surrounding issues in supervision.
- 2.c. Interns will demonstrate basic skill sets relevant to providing effective and meaningful supervision.
- 2.d. Interns will demonstrate sensitivity to the ethical and legal considerations that may arise in the supervisory process.
- 2.e. Interns will demonstrate sensitivity to the cultural and individual diversity issues which may be present in the supervisory process.

Goal 3. To develop psychologists with a fundamental knowledge of administration, program development and evaluation.

Objectives

- 3.a. Interns will demonstrate basic skills in managing or conducting the direct delivery of services or administration of programs.
- 3.b. Interns will demonstrate the ability to identify opportunities for quality improvement through the use of aggregate data to make or suggest change.
- 3.c. Interns will demonstrate the ability to communicate effectively with all parties at all levels in an organizational system to accomplish a specific task.

Competencies

The interns are systematically guided to move from the role of intern to that of professional psychologist by developing core competencies and practicing these competencies under the watchful eye of seasoned psychology staff. The six core competency areas are: 1) *Assessment and Diagnosis*; 2) *Intervention* (therapies: individual, group, etc.); 3) *Supervision-Teaching*; 4) *Professional Development, Conduct, Ethics and Law*; 5) *Administration, Program Development and Evaluation*; and 6) *Consultation and Interdisciplinary Relationships*.

Each Competency Area is defined below:

- A) ***Assessment and Diagnosis***: Assessing and diagnosing of problems and issues associated with individuals and, groups with emphasis on the seriously mentally ill populations; Considering the fundamentals of critical thinking and empirical evidence in the selection and use of instruments; Considering the cultural, age and other individual factors when evaluating any given patient.
- B) ***Intervention***: Applying interventions designed to alleviate suffering and to promote health and well-being of individuals and/or groups, particularly with the serious and persistent mental illness; Considering evidence-based/empirical factors, cultural issues, age, or any other individual factors affecting the success of the intervention.
- C) ***Supervision-Teaching***: Supervising and training of professional knowledge base and/or evaluating the effectiveness of various professionals in training through mentorship of externs; Incorporating knowledge of various supervisory models or philosophies; Utilizing supervisor's guidance/suggestions efficiently; Understanding of the complexities of supervision and the ethical and contextual issues; Providing instruction, dissemination of knowledge and evaluation of skill acquisition of knowledge.
- D) ***Professional Development, Conduct, Ethics and Law***: Applying ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations; Participating and developing short and long-range plans for professional growth and development for continued education; Advocating for the profession.
- E) ***Administration, Program Development and Evaluation***: Managing the direct delivery of services and/or the administration of organizations, programs, or agencies; Identifying opportunities for quality improvement; Communicating effectively to all parties at all levels in the system; Developing policies utilizing aggregate data to make or suggest changes or improvements.
- F) ***Consultation and Interdisciplinary Relationships***: Providing expert guidance or professional assistance in response to a patient's or groups' needs or goals as they relate to the provision of service; Incorporating the capacity to relate effectively and meaningfully with individuals, groups and/or communities; Identifying and involvement with one's colleagues and peers also included; Knowledge of key issues and concepts in related disciplines and the ability to interact with the professionals in them.

These core competencies are developed through the integration of: 1) a variety of training seminars, didactics and lectures (including a broad-based approach to individual and cultural diversity, evidence-based practices, theories and methods of supervision, professional development issues and topics, and neuropsychology theory and practice); 2) through opportunities to engage in supervised clinical experiences through mentoring of psychology externs; 3) opportunity to design, develop, implement and evaluate a brief intense educational program with psychology undergraduates (Mini-Mester program); and 4) the apprenticeship with practicing, professional psychologists. The supervisors, Training Director and department faculty guide the interns within and across rotations in a graded sequence of training experiences towards the goal of producing competent early professional practitioners who are capable of functioning independently with minimal supervisory consultation. The overarching goal of the Psychology Internship Program at Spring Grove Hospital Center is to produce graduates who are competent beginning psychological professionals who reflect a creative scholarly approach to ameliorating psychological problems, with a variety of patients, particularly with the seriously mentally ill, and who are ready to proceed to obtain licensure (e.g., in Maryland) or a final year of supervised experience in preparation for licensure as independent professional psychologists.

As noted above, SGHC has a staff library to which the Department of Psychology has input regarding journals and texts that are provided. In addition to the library's resources, computer searches, and inter-library loans of materials are available. Computer access is directly available to interns on the units that they are assigned, in the staff library, and in the Psychology Computer Lab (in Dayhoff Building). Additionally, the intern class is provided with an office in the Tuerk Building that they share and use to plan various group projects required during the year. There is a computer and printer in this office that interns may use as well. The Department of Psychology has computerized assessment scoring and report capability with a turn-around time of less than 24 hours. Additionally, through on-unit allocation of testing supplies and the Central Psychology Assessment Center, interns have access to the latest versions of the most commonly used instruments, as well as various specialized neuropsychological, forensic, and child and adolescent assessment tools.

INTERNSHIP GENERAL REQUIREMENTS

Following is a brief list of various requirements and training components provided for interns during their year-long training year at Spring Grove Hospital Center, followed by a more in-depth description of each component. The general requirements of interns are within the context of the six core competencies outlined in the Philosophy of Training Section.

1) **Intern Orientation:** Interns arrive for training at the end of August and will spend the first few weeks in orientation of the hospital, the department, fulfilling mandatory requirements of the Human Resources Department, and the internship program. Training seminar leaders will provide the interns with a course description, syllabus, and learning goals for the year. Orientation will continue with meetings with potential rotation supervisors and an orientation to the units. This interactive process will provide the interns an opportunity to match up with potential clinical supervisors who can accommodate their goals. The orientation period will include a welcoming luncheon in which interns will meet the entire Psychology Department and the incoming psychology externs.

2) **Intern Communication Meetings:** Initially, interns meet weekly then bi-monthly throughout the year as a group with the Internship Training Director. The meeting initially consists of an orientation to Spring Grove Hospital Center, then a discussion of experiences, trouble-shooting, and planning for various aspects of the internship experience. Additionally, throughout the year, there will be special projects that interns will complete with the Director of Internship Training in the area of administrative program development and evaluation.

3) **Clinical Rotations:** Following the Orientation Process, interns will meet with their assigned primary/ first rotation supervisor and Training Director to develop a *Competency Development Plan (CDP)*, which is reviewed at scheduled intervals. The *CDP* is to assist the intern in successful completion of his or her training goals throughout the year. The primary rotation supervisor will provide continuous “in vivo” supervision of the intern’s team activities, in addition to assisting them in selecting patients with whom to work. Interns will also receive a minimum of 4 hours of supervision per week, with at least 2 of those hours on an individual basis with a licensed psychologist.

At this stage of the training year, each intern will become familiar with the aspects of working on an interdisciplinary treatment team, including the various roles and functions of a psychologist in this setting. They will also begin planning for and implementing various therapeutic groups, and individual therapy cases with patients both from their primary rotation as well as other hospital treatment units. Finally, they will plan assessment batteries, which may include specialized testing instruments, depending on the site of the rotation. The interns will chart their progress by following the behavioral anchors incorporated within the *Intern Competency Evaluation* form. The interns will rotate to another area of the hospital at the mid-year point. Both the first and second rotation supervisors, along with the Training Director, will meet with the intern to facilitate the transition for the second rotation and to review the *CDP*. All interns will complete the first rotation on one of the available Admission units. Second rotation sites may include a second Admission unit with a different population (for example, if they complete the first rotation with adults, the intern may choose the adolescent unit for the second rotation), or may select one of the intermediate/extended care units available. Additionally, opportunities for enhanced/specialized training approximately one day per week during the second rotation is possible, such as more extensive neuropsychological evaluations, participation in pre-trial forensic evaluations, and substance-abuse treatment.

4) **Treatment Team Membership:** Over the course of the training year, it is anticipated that interns will learn to function on an interdisciplinary treatment team, which involves participation in various clinical and administrative

duties. Clinical activities include interviewing patients and their families, devising individual treatment plans, attending forensic staffing of patients, monitoring and documenting patient progress, developing and implementing behavioral treatment plans, assisting patients in planning for discharge, and providing input into aftercare plans. In addition, interns will become familiar with all aspects of professional documentation, attend unit and level of care meetings, and assist the team in their Performance Improvement (P.I.) project. Interns will have an opportunity to function as a team member during each of the two rotations.

As interns begin to feel comfortable with the unit routines and have gotten to know the staff and patients, they will begin to assume more leadership roles. For example, interns may lead a team discussion about a patient and/or participate in a hospital wide case presentation regarding a patient with whom they work, or run a ward patient privilege level meeting. An advantage of our training model is that it provides for each intern to grow into these roles at their own pace, under constant guidance of their primary rotation supervisor.

5) **Supervision:** In addition to the supervision provided by the two primary rotation supervisors and secondary supervisors, interns will receive supervision from one of the two Behavioral Specialists when they complete their required behavioral consultations and from the psychologist who will work with them on comprehensive case reviews. Additionally, any clinical activities performed by interns in the context of the various seminars will be supervised by the staff responsible for the activity. Supervision will be provided in individual sessions as well as in a group format depending on the nature of the clinical activity (i.e., seminars vs. individual psychotherapy, psychological evaluations, etc.). The majority of supervision will be provided by licensed psychologists, though some may be provided by other mental health providers with credentials for their role/contribution to the program, as approved by the Training Director. The supervision will be more than sufficient to meet APA-accreditation guidelines and the psychology licensing laws of the State of Maryland.

Further, interns will be given the opportunity to gain mentoring experience, both individual and in a group format, with the program's psychology externs. Approximately 5 to 6 externs are selected each year from Psychology Doctoral programs to pursue practical experience as required by his or her degree. The interns conduct a monthly seminar for the externs that focus on case conceptualization and treatment planning. Interns also meet with 1 to 2 psychology externs on an individual basis once or twice a month. This follows a mentorship model, which is individualized based on prior educational level and past experience of each extern. Interns' mentorship of externs is, in turn, supervised by the leader of their Supervision Training Seminar and discussed in their twice-monthly group meetings with the leader of the seminar.

6) **Program Development, Evaluation and Administration:** Each intern is assigned to work closely with the Internship Training Director or other assigned Training Faculty on administrative projects over the course of the year. In addition, interns will serve on one of the department's committees, as well as be reporting members of the Psychology Internship Training Committee. This is done in an effort to prepare interns for the various administrative and leadership roles they will be expected to assume as they complete their training and join the ranks of professional psychologists. The interns will assist in program development by participating in mid and end of year program evaluations as well as by conducting post- internship surveys. The interns facilitate the annual Mini-Mester undergraduate educational program and are an integral part of the interviewing process of psychology intern candidates.

- **Undergraduate Mini-Mester:** The Psychology Department offers undergraduate psychology majors from a local college an applied introduction to working in an inpatient hospital while providing the intern class with an opportunity to design, implement and evaluate a brief, intense educational experience. Although there are certain required elements to each Mini-Mester, such as developing learning objectives, some form of written assignment, and evaluation forms, the class is encouraged to put their particular stamp on the project for that year. Typically, the undergraduate students attend presentations by interns and staff, participate in a group experience and shadow interns as they function on their units as psychologists in training. Students are evaluated by the interns in terms of their level of participation and on the quality of any required written or oral work. The intern class then produces an evaluation

of the Mini-Mester that is presented to the Training Director. This activity benefits the undergraduates, as indicated in their final evaluations of this experience, and contributes to meeting one of the goals of the internship program, that of program development and evaluation, which is discussed in more detail in this brochure.

A. ***Continuous:*** The following seminars last most of the internship year, across rotations, and include a group supervision component primarily with case presentations.*

****Diversity Training Seminar and Case Presentation (1.5 hrs/ month)***

Interns will meet monthly throughout the training year (typically September through April/May) with a consultant, Dr. Deborah Haskins, who has expertise in cultural and individual diversity as it relates to clinical matters. *The Multicultural Awareness Knowledge and Skills (MAKS) Cultural Competency Model* is the basis for the Diversity Seminar training model during the internship year. A major focus is for Interns to developmentally increase their cultural competencies particularly in psychological assessment and treatment using this MAKS model. Sessions will meet each month and include a didactic presentation as well as interns will rotate presenting cases and highlighting the diversity issues pertinent to each case – supervision will be provided by the seminar leader. Seminar topics include:

Working with the Materially Poor and Classism: Part I—Awareness
Working with the Materially Poor and Classism: Part II-Knowledge and Skills
Intersection of Cultural Identities
Integrating Spirituality and Religion
Cultural Influences and Family Therapy (McGoldrick et al, 2009)
Multicultural Clinical Supervision

****Neuropsychology Training Program and Case Presentation (4-6 hrs/month)***

The Neuropsychology Training Program component presents interns with a fundamental introduction to the integral role that neurocognitive functioning plays in the evaluation and treatment of each patient over the course of his or her stay in the hospital as plans for the appropriate aftercare placements are considered by the treatment team. The program is conducted by the department Neuropsychologist (Dr. Davidson) and the Certified Neuropsychology Technician (Mr. DeRosa), who comprise the Neuropsychological Training Team and are also members of the Internship Training Committee to coordinate neuropsychology training with all other aspects of internship training. For descriptive purposes, this multi-faceted and sequential component of the internship training program may be conceptualized as consisting of two main phases, though these phases interlock, complement each other and converge as the training year progresses.

The initial practical phase begins the training year with interns being introduced to the Halstead-Reitan Neuropsychological Test Battery (HRNB). Using a competency-based, peer-mediated approach, the interns will then practice each subtest and procedure with each other with guidance from the Technician, culminating with a practice of the entire battery for fine-tuning, skill building, and determination of adequate competency prior to testing hospital patients. The training culminates with interns completing a minimum of 2-3 comprehensive neuropsychological batteries by the end of the training year (under supervision of Dr. Davidson). As this first part of the training phase gets underway, Dr. Davidson will begin the second component, the didactic seminar series, which occurs twice per month starting in January and continuing through July. Topics covered have included:

<i>Overview of Neuropsychology</i>	<i>Neuropsychological Consequences of Schizophrenia</i>
<i>Executive Functioning</i>	<i>Neuropsychological Consequences of Alcohol, and Drugs</i>
<i>Verbal Memory and Learning</i>	<i>Traumatic Brain Injury</i>
<i>Language Functions</i>	<i>Aging and Dementia</i>
<i>Visuospatial,, Visuoconstruction</i>	
<i>and Visual Memory</i>	

****Supervision Training Seminar and Case Review (3.0 hrs/month)***

The seminar provides an opportunity for the interns to be exposed and introduced to the area of clinical

supervision through involvement with psychology externs in a limited process of mentoring, case review and consultation. The interns meet with the externs on both an individual and group basis for mentoring; this mentoring by the interns is meant to be adjunctive and supplemental to the extern's primary supervisory experience. The individual intern-extern sessions are meant to focus on mentoring and guidance around clinical and professional issues and concerns as these emerge from their clinical experience at SGHC. The interns are supervised by Dr. Jerome Kowalewski and meet bimonthly.

During the bimonthly seminar, each intern also presents his or her on-going mentoring of assigned externs. Each meeting spends the first half focused on didactics and discussion of the above and related topics. The second half provides group supervision of the interns in their mentoring of their assigned externs. The seminar covers such areas and topics as the following:

<i>The Importance of Supervision</i>	<i>Goal-Setting, Planning and Evaluation</i>
<i>The Supervisory Relationship</i>	<i>Administrative Skills</i>
<i>Ethical/Legal Best Practice Issues</i>	<i>Method and Techniques</i>
<i>Qualities of Effective Supervisors</i>	<i>Working with Difficult Supervisees</i>
<i>Models of Supervision</i>	<i>Avoiding Ethical Pitfalls</i>
<i>Fundamental Skills</i>	<i>Supervision Competencies</i>

****Evidence-Based Training Seminar and Case Supervision (3.0 hrs/month)***

This seminar/case supervision is meant to overview the area of evidence/empirically-based practice and its practical application for actual cases. It is held bimonthly with Dr. Kowalewski as the seminar leader. Topics to be covered include:

<i>The Connection of Evidence with Practice</i>	<i>System Evaluation</i>
<i>The Evidence Base, including Efficacy</i>	<i>Defining the Evidence</i>
<i>Transportability</i>	<i>Levels of Evidence</i>
<i>Dissemination</i>	<i>What Evidence Gets Examined</i>
<i>Critical Thinking</i>	<i>Manualized Treatment</i>
<i>Measuring Outcomes & Effectiveness</i>	

After initial introductory sessions, presentations of active cases currently carried will be the focus of the meetings, with emphasis on the appropriate and practical application of specific evidence-based methods and procedures. The emphasis throughout is on cultivating in the students a critical thinking perspective to clinical practice grounded in empirically based information and methods. Each intern will be able to identify the key elements of consideration of an empirically-based perspective. Each student is required to make a presentation in an application area (e.g., Bipolar Disorder) of serious mental illness reflecting the latest in empirically-supported/evidence-based information. Each meeting lasts 1.5 hours. The first hour focuses primarily on didactic material; the last half hour will be group supervision of actual cases being carried by the interns (individual and group) from an evidence-based perspective.

**** Professional Development Issues and Topics ("Brown Bags")***

This will be continuous across rotations meeting periodically on an informal basis (typically during a lunch hour), covering topics of interest to current interns. Topics presented have included:

<i>Preparation for Licensure</i>
<i>Process of obtaining a position post-internship</i>
<i>Private Practice</i>
<i>Professional life after licensure</i>
<i>Other topics suggested by interns</i>

- B. ***Mini Didactic Topics:*** Mini didactics are formal seminars and last for 1 – 2 sessions on the average and includes such topic as:

<i>Administration and Program Development</i>	<i>Forensics</i>
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- C. ***Specific Competency Development and Updates***: This area is meant to insure basic competency regarding recently updated, revised or new psychological instruments. Previous years included the *WAIS-IV*, *WMS-IV*, *MMPI-2-RF*, *SIRS-2*, *BNCE*, and recently the *WASI-II*. This area includes didactic, laboratory and application dimensions.

ENHANCED/ SPECIALTY TRAINING OPPORTUNITIES (ELECTIVE)

For those interns who are interested in further development of specific or specialized skill sets, opportunities are made available in the second rotation on a one-day per week basis (or equivalent) to enhance their knowledge and skill base in several possible areas currently available to psychology interns. Over the past several years, the following enhanced training opportunities have been elected: Neuropsychology; Forensic Psychology (focusing on pretrial evaluations) , and Substance Abuse. This enhanced training is accomplished by increased clinical applications in that skill set/ specialized area, more intense supervision, guided readings and/or didactics in the skill set area.

PSYCHOLOGY LECTURE SERIES

In the mid 1980's, the Department of Psychology established the Psychology Foundation whose primary mission is to provide training for our staff and professional community at large. The vehicle of the Foundation is the *Psychology Lecture Series* that sponsors speakers in various topic areas throughout the training year (see sample Schedule below). This continuing education Psychology Lecture Series is approved by the American Psychological Association Education Directorate and typically takes place six times per year, with three lectures in the fall/winter and three in the spring/summer. Local and sometimes nationally known experts present and cover timely topics of professional interest to psychologists. The lectures take place on the first Friday of the scheduled months and interns are required to attend free of charge. Examples of lectures presented during the Fall 2011/Spring 2012 lecture series include:

December 2, 2011	<i>High Functioning Autism and Asperger's Syndrome Over the Lifespan</i> David Black, Ph.D., Pediatric and Developmental Neuroscience Branch, NIMH
April 13, 2012	<i>Integrative Treatment of PTSD: An Update</i> <u>Presenter:</u> Victor Welzant, Psy.D., Director of Training and Education, International Critical Incident Stress Foundation

INSERVICE TRAINING

The Inservice Training Series is a series of workshops designed to keep the psychology staff current with essential psychological information, research and skills necessary to carry out their responsibilities as staff psychologists at Spring Grove Hospital Center and to maintain current competencies. Interns are expected to attend this training. Some recent topics included: *WAIS IV*; *WMS-IV*; *BNCE*; *BCSE*; *WASI-II*, Clinical Supervision; Trauma Informed Care; Cultural Diversity in Clinical Practice.

ADDITIONAL TRAINING SEMINARS

In addition to those training seminars listed above, there are a number of other training opportunities at Spring Grove

Hospital Center that are provided by other disciplines, including the weekly Continuing Medical Education Committee's Grand Rounds. Interns are encouraged to attend these programs.

PERFORMANCE IMPROVEMENT PROJECT

Each treatment team is required to participate in an annual Performance Improvement (P.I.) project. Because of the field's rather extensive background in research design and implementation, psychologists often play a pivotal leadership role in this team effort. Interns will work with their Primary Rotation Supervisors to assist the treatment team in identifying the area to be improved, defining the variable to be manipulated, designing the process, implementing the proposed change, analyzing the results, and reporting the findings. Each team is required to present their project to the hospital community at the Annual P.I. Fair, and interns will participate in this activity.

SPECIFIC INTERNSHIP REQUIREMENTS (minimums)

The requirements of the year-long pre-doctoral psychology internship are individualized and equivalent for interns within the context of their individual training plans and unit placement.

- A minimum of 1,750 hours
- Two Major Rotations (Admissions and one other)
- Initial Psychological Assessments – 10
- Psychological Assessment Batteries - 12
 - 6-7 comprehensive psychological evaluations
 - 2-3 comprehensive neuropsychological evaluations
 - 3 focused short reports
- Annual Psychological Assessments – at least 2
- Individual Psychotherapy - 2 cases at all times
- Group Psychotherapy - 1 on-going group at all times (beginning at six-week point)
- Behavioral Consultation – 1 or more
- Extern Mentoring – 1 or 2 externs for Case Presentations (part of Supervision Seminar)
- Educational Project (January term “Mini-Mester” with psychology undergraduates)
- Administrative Project - Coordinate administrative or other programmatic tasks
- Case Presentations- Diversity; Neuropsychology; Evidenced-Base; Supervision
- Performance Improvement Project (with treatment team)

Internship Activities:

Examples of tasks interns will accomplish and skills that they will acquire over the course of the year are:

- Complete rapid initial screenings of patients in the acute stage of illness and make recommendations regarding diagnosis, need for more intensive assessment and treatment (IPA)
 - Provide input regarding the patients' Individual Treatment Plan (ITP)
 - Plan, carry out, and evaluate successful therapeutic, evidenced-based strategies (both group and individual) with in- patient adults and adolescents
- 11
- Develop competency with commonly used diagnostic tools, as well as with more specialized neuropsychological and forensic measures
 - Learn how to integrate patient information into a comprehensive report
 - Function effectively within a multi-disciplinary/treatment team setting

- Learn to design, implement and analyze patient care-related performance improvement initiative.
- Provide psychological consultation to treatment teams
- Apply the American Psychological Association's Code of Ethics to clinical practice and integrate it with patients' rights issues and administrative pressures
- Develop supervisory skills
- Transition from student/supervisee to colleague
- Network and plan for "life after internship"
- Acquire a greater awareness of the various factors of diversity and how it impacts all aspects of the field

INTERN EVALUATION PROCESS

Each intern will be evaluated on the six Core Competency areas throughout the training year. Successful completion of the internship program requires demonstration of expected competencies as well as meeting the minimum specific internship requirements. Upon successful completion of the internship program, the intern receives a Certificate of Completion.

At six weeks a brief evaluation is completed by the Primary Supervisor. This evaluation assesses the appropriateness of the training plan put together for the intern to ensure progress in each of the Competency areas and whether adjustments to the plan are required. The main intern evaluation periods are at 3, 6, 9 and 12 months and utilize the *Intern Competency Rating Form*. Each core competency area is comprised of a number of behavioral elements that are called Behavioral Anchors; each Behavioral Anchor will be evaluated individually, as will the entire Competency area. As the internship training year progresses, the number and complexity of Behavioral Anchors increases for each Competency area evaluated.

The internship training program in general, and the six core competencies specifically, are developmentally conceptualized and sequential as well as progressive in requirements and complexity. In other words, the earlier Behavioral Anchors comprising a given Core Competency area (i.e., 3 and 6 month rating period) are essentially fundamental and provide the foundation for the subsequent rating periods. At the 9-month and 12-month rating periods, the Behavioral Anchors and the Competency Ratings reflects more quantity and quality as indicated in the increasing complexity of the individual Behavioral Anchors required for a given Core Competency area.

At all four rating periods individual Behavioral Anchors ratings and the overall Competency Rating categories are as follows: *Not making adequate progress*; *Making progress but requires additional assistance/guidance/close attention*; *At expected level of progress*; and *Exceeds expected level of progress*.

From the initial meeting between each intern and his or her Primary Supervisor and Training Director, all parties who are directly involved with intern training will coordinate their efforts to insure that there will be a logical progression from one rotation to the next while maximizing the probability of successfully meeting the core competencies and program training goals and objectives.

Formal evaluations will proceed on the following timetable:

-Initial Evaluation - After the first six-week period of training, an initial review of the intern's training plan and progress will be conducted with the Primary Rotation Supervisor utilizing the *Six-Week Evaluation Form*.

-Mid-Rotation Evaluation (1st Rotation) – At the mid-point of the first rotation (3-months), the Primary Rotation Supervisor will complete the *Intern Competency Evaluation*.

-End First Rotation Evaluation - Interns will again be formally evaluated using the *Intern Competency Evaluation* form, rated against the 6-month Behavioral Anchors.

-Mid-Rotation Evaluation (2nd Rotation) – The same procedure described above for the Mid-Rotation (1st Rotation) will be followed for the Mid-Rotation (2nd rotation) evaluation, rating the intern against the 9-month Behavioral Anchors.

-End Second Rotation Evaluation - Shortly before the end of the training year, the training supervisors will

complete the final *Intern Competency Evaluation* using the 12-month Behavioral Anchors.

RELATED EVALUATION PROCESSES

Intern's Self-Evaluations - Prior to beginning the training year at SGHC, interns are asked to rate themselves on a number of knowledge-based continuums closely aligned with the core competencies. At the end of the first rotation and the end of the training year, each intern will again rate their current perception of where they are on those same variables to assess the degree of growth that they have experienced. This is done in the spirit of assisting interns to develop a self-monitoring approach to their learning, as well as to provide feedback for program improvement and development.

Intern Evaluation of Supervisors - At the end of each rotation, interns will evaluate their supervisory experience. This is an additional factor in internship's program evaluation process.

Program Evaluations - At the end of the first rotation, interns will be asked to complete an evaluation of their intern experience up to this point. This information is used to plan or make adjustments in the training program for the remaining 6 months. At the end of the training year, a more comprehensive program evaluation will be completed for future planning and program development. In addition, graduates will be requested to complete a Post-Internship survey on a yearly basis. The aggregate data generated will be used to evaluate the efficacy of the program goals, objectives, and competencies in the professional development of program graduates.

State of Maryland Evaluations: As State of Maryland employees, Psychology Interns are also required to be evaluated using certain State of Maryland Performance Evaluation forms. The *Probationary Evaluation Form*, which is applied to all new state employees, is completed twice during the initial probationary period, at 90 days and 180 days. Additionally, *State of Maryland Performance Evaluation for Non-Supervisory Employees* is completed on each intern at mid- and end-year. Both of these evaluations are completed by the Training Director.

GRIEVANCE AND DUE PROCESS PROCEDURES

The Psychology Department has Due Process procedures that will be followed should a difficulty arise during the training year, providing an intra-discipline resolution if one is possible. Additionally, the department participates in the *Interdisciplinary Student Training Advisory Group (ISTAG)* that is an umbrella organization for students across all disciplines. The *ISTAG* has its own grievance procedure that is available to all students in training at the hospital in the event that disputes arise which cannot be resolved at the discipline level. Finally, as State of Maryland employees, interns have access to State of Maryland Merit System's (via Department of Human Resources) regulations regarding problem resolution as well. Students are given a copy of these policies and procedures upon their arrival at the hospital.

The sequence of proceeding through the different grievance options of the Psychology Department, ISTAG, and the Human Resources Department, is considered the optimum way to assure each intern that they will be heard and will hopefully allow for the quick resolution of concerns at the lowest level of intervention. However, as state employees, interns have the right to skip the first two avenues of recourse open to them and to proceed directly to the hospital's Department of Human Resources for resolution.

ARE WE A GOOD MATCH?

In this time of increasing costs and shrinking resources, it is more important than ever that both intern candidates and internship training sites carefully evaluate each other to make a good training match. To guide you in deciding whether Spring Grove Hospital Center is a potential site for you to apply to, we are providing this description of what we are looking for in candidates for our internship positions to assure success. This profile is based on our experience over time with individuals we have matched with in the past and the type of student we are best equipped

to train. This is meant as a guideline only; if you do not fit all of these parameters, but still feel as though Spring Grove Hospital Center could offer you a valuable training experience, we will gladly receive and review your application.

Spring Grove Hospital Center is an applied setting with a diverse inpatient population. We provide sound generalist training to provide future psychologists the skills and competencies for working particularly with people with serious and persistent mentally illness, the majority of which are forensically involved. We seek candidates who have had some prior experience and/or current interest in serving a seriously and persistently mentally ill population.

Additionally, we seek candidates who display a serious commitment to developing a suitable professional identity and competencies, which include the aptitudes and resourcefulness necessary for active participation in the profession. Psychology interns from different ethnic, cultural, and racial backgrounds are encouraged to apply to our program. We are looking for interns who have a desire to understand cultural and individual diversity and how this influences interventions, assessment, and behavioral consultation. An important part of our program is the Evidence-Based Practice Seminar, which provides psychology interns an understanding of the ethical implementations of evidenced based treatment. We expect our interns to have a commitment to understand evidenced based treatment and its ethical use with an inpatient population. Psychological assessment is often mandatory at SGHC, therefore we are interested in candidates who have taken courses in testing fundamentals and who have produced a number of integrated, comprehensive psychological reports based on test results, especially with adult clients/patients. Psychological testing experience includes not only interpretation of tests, but also organization and integration of interview and historical/ background data.

The Spring Grove Hospital Center Psychology Internship Program provides a multitude of training opportunities for our interns. Interns participate in treatment team meetings as well as Performance Improvement projects that involve the design, implementation, and statistical evaluation of a patient care initiatives. Interns lead administrative projects and are an integral part of the interview process for future interns. Flexibility, adaptation, and a teamwork philosophy are ideals and qualities that coincide with the many training opportunities provided by the internship. The forensic inpatient population at Spring Grove Hospital Center has increased over the years and interest in working with this population is valued.

The highly diverse patient populations at Spring grove Hospital Center includes forensic inpatients and an adolescent unit, as well neuropsychological services; however, as mentioned above, the program takes a generalist approach and is not suited for interns who wish to specialize in any one population or area during their training year. There are opportunities to participate in enhanced/specialty training, such as neuropsychology, pre-trial forensic evaluations or substance abuse treatment, during the second rotation on an approximate one-day per week basis.

***DANIEL ARNHEIM, PH.D.**

Dr. Arnheim joined the Spring Grove Hospital staff in 1974. He received his doctorate from Florida State University, followed by an internship at Spring Grove Hospital Center. He is the Assistant Director of the Psychology Department. Additionally, he is currently assigned to an Continued Care Unit, and also functions as one of the two Department of Psychology's Behavioral Consultants. As such, he provides behavioral consultations to treatment teams throughout the hospital, assisting them with designing, implementing and evaluating behavioral programs for the patients. Specifically, he focuses on the implementation of behavioral methods to manage the conduct of individuals with chronic psychopathology. Dr. Arnheim has extensive experience in the design and execution of behavioral programs aimed at increasing positive behaviors and decreasing those that are undesirable. He is involved in every aspect of patient care, including behaviorally oriented psychological groups and therapy sessions. In addition, Dr. Arnheim is involved in family and patient education regarding the symptoms, management and treatment of severe psychopathology. Dr. Arnheim is a member of several professional organizations including the American Psychological Association and the National Register of Health Service Providers in Psychology. He is also a consultant for the Disability Determination Services of Maryland and teaches as an adjunct faculty member at the University of Maryland, Baltimore County Campus. Interns complete behavioral consultations throughout the hospital under Dr. Arnheim's supervision. He also serves as a primary rotation supervisor for interns as well as supervises externs during their placement in SGHC.

MEGHAN BUCKLEY, PSY.D.

Dr. Buckley is one of the newer members of our staff; she joined the staff in June 2010. She earned a Bachelor's degree in Psychology at the Catholic University of America prior to completing her graduate work in clinical psychology at Argosy University, Washington DC (08/2007) and predoctoral internship at the MidAtlantic Internship Consortium 2007. In addition to working half-time on the Adolescent Unit at Spring Grove Hospital Center, , Dr. Buckley has a private practice in Baltimore. She is also affiliate faculty at Loyola University Maryland where she supervises second year doctoral students in the Loyola Clinical Center at Belvedere Square. Dr. Buckley is on the National Register of Health Services Providers in Psychology. Her areas of interest include child and adolescent psychology, cognitive behavioral therapy, forensic psychology, assessment, and educational advocacy. She serves as a rotation supervisor for interns as well as supervises externs during their placement in SGHC. Further, Dr. Buckley presents on profession development issues and serves as an interviewer for intern selection.

KEVIN BUDNEY, PSY.D.

Dr. Budney completed his internship at Spring Grove Hospital Center and joined the psychology department in September 2001, obtaining his doctorate at Forest Institute of Professional Psychology. Dr. Budney is assigned full time to the hospital Forensic Services office. He performs court-ordered assessments for inpatient and outpatient individuals to determine competency to stand trial and criminal responsibility. He provides the hospital opinion in collaboration with treatment teams on such matters to the various District and Circuits Courts in the State of Maryland. Dr. Budney has supervised Psychology Associates, Psychology Interns, and Psychology Externs since 2002. He uses a Socratic teaching style with an emphasis on interpersonal awareness. Dr. Budney served as Internship Training Director from February 2008 through August 2009. He acts a secondary supervisor for interns seeking enhanced/specialty training in pre-trial forensic issue and as an interviewer for intern selection.

MATTHEW CELOZZI, PH.D.

Dr. Celozzi began his career in psychology working in the state penitentiary system. He completed his doctorate at University of Southern Mississippi in Counseling Psychology and a Clinical Internship at the University of Maryland School of Medicine, Department of Pediatrics. Dr. Celozzi has been employed at Spring Grove Hospital Center since 1977 and licensed in the State of Maryland since 1979. Dr. Celozzi uses a cognitive behavioral approach in his therapeutic work with patients. He provides psychological services on the Spring Grove Hospital Center's Medical Stabilization Unit and he participates in the intern selection process as an intern candidate interviewer. Additionally, he provides therapeutic services in nursing homes in his private practice. Dr. Celozzi is presently involved with the internship program as an interviewer for intern selection.

***ROBYN DAVIDSON, PH.D.**

Dr. Davidson received her Master's degree and doctorate in Clinical Psychology from the University of Maryland, College Park and completed her internship on the Treatment Resistant Unit (TRU) at Spring Grove in 1989-90, where she was privileged to participate in some of the earliest clinical trial studies of clozapine. Following internship, Dr. Davidson completed a three-year post-doctoral fellowship at the National Institute of Neurological Disorder and Stroke (NINDS), National Institute of Health

(NIH), Clinical Neuropsychology Section, where she focused on research and conducting neuropsychological evaluations of patients with temporal lobe epilepsy and other neurological disorders. Following licensure in 1993, Dr. Davidson began state service at Crownsville Hospital Center, a former State of Maryland owned and operated psychiatric institute where she served as the Director of the Neuropsychology Service Program, providing patient evaluations as well as training of psychology students. She also acted as the hospital's Special Population Coordinator, coordinating services related to treatment and discharge for identified patients with traumatic brain injury and developmental disabilities, as well as acting as a liaison with Mental Hygiene Administration (MHA), Developmental Disabilities Administration (DDA), other state agencies, and community providers regarding these special population patients. Dr. Davidson joined the Spring Grove Psychology Department in 2004 following the closure of Crownsville. At Spring Grove, Dr. Davidson continues to provide neuropsychological evaluations and consultations hospital-wide, as well as training for staff and students. Until mid-August 2009, she also provided clinical services on the Adolescent Unit, including evaluations, consultations, and educational groups regarding the juvenile court system. She is the former Coordinator of the Psychology Externship program at Spring Grove and more recently assumed the role of Psychology Internship Training Director. Dr. Davidson has a special interest in traumatic brain injury and severe mental illness, especially schizophrenia, particularly in regard to educating others about the neurocognitive and behavioral deficits associated with these disorders. She has a number of publications in peer-reviewed journals and has presented papers or posters at several national conferences and meetings. In addition, Dr. Davidson has provided many in-service presentations to other professionals throughout the state of Maryland on a variety of topics related to Neuropsychology. She is a member of the American Psychological Association and National Academy of Neuropsychology.

***ERNEST DeROSA, B.A.**

Mr. DeRosa has been at Spring Grove Hospital Center since 2004. He began his career in Psychology as a research analyst before taking training in Neuropsychology at the University of Virginia Medical School at Charlottesville VA with Dr. Thomas Boll and Dr. Jeffrey Barth. He completed the program and is now a Certified Neuropsychology Technician. Before coming to SGHC in 2004 as part of the consolidation, Mr. DeRosa functioned in this capacity at Crownsville Hospital Center where he worked for over 35 years. Since the late 1970's, he has tested several thousand inpatients and outpatients in the public and the private sector and has experience with patients of all diagnoses and age groups. During the years he was doing neuropsychological assessment in collaboration with Dr. Robyn Davidson, Mr. DeRosa was invited to train interns and exchange students from Spain in the techniques and nuances of neuropsychological testing and scoring. He developed a competency based training module to standardize and enhance the efficiency of the training. Using this approach, he is able to bring interns and other trainees from various backgrounds and experience to at least a 90% competency level within a relatively short time in order that they become ready to administer the Halstead-Reitan Neuropsychological Test Battery (HRNB) to patients using the proper standardized format. This training module that Mr. DeRosa developed was presented at the XXV Inter-American Congress of Psychology in Puerto Rico. Also, Mr. DeRosa, along with several exchange students from Duesto University in Spain, translated this training module into Spanish, with cultural adjustments for that population. This translation was accepted for presentation at the 23rd International Congress of Applied Psychology in Madrid, Spain. Mr. DeRosa has presented training programs at Patuxent Institute and Clifton T. Perkins Hospital in Maryland and at the Fielding Institute at New York University. He is the co-developer for the programmed instruction manual for NOSIE-30 and is the co-author of several journal articles. Mr. DeRosa works closely with Dr. Davidson in the Spring Grove internship program, where he trains interns on the proper administration and scoring of the HRNB.

MICHELLE F. ESTIS, PH.D.

Dr. Estis joined the SGHC Psychology Department in June 2010. After attending the Clinical Psychology Program at the University of Kentucky, she completed her APA-accredited internship at SGHC in 2009, working on both adolescent and extended care units. She was subsequently hired by Clifton T. Perkins Hospital Center, Maryland's maximum-security forensic hospital, where she conducted pretrial competency and criminal responsibility evaluations, as well as provided consultation services to inpatient units. Dr. Estis now works at SGHC on a full-time basis on an Admissions unit providing a full range of psychological services to adult patients, including psychological testing, individual and group therapy, and psycho-educational groups. She also provides as-needed services for the hospital's Forensic Office, conducting pretrial evaluations. Dr. Estis uses an integrative approach to conceptualizing and treating patients that blends interpersonal, behavioral, cognitive-behavioral, and family systems perspectives. She is a member of the National Register of Health Service Providers in Psychology. Dr. Estis

presently serves on the departments Continuing Education Committee. In her free time, Dr. Estis is an avid fan of the New York Mets, Washington Nationals, and University of Kentucky Wildcats.

ERIC FIELDING, PH.D.

Dr. Fielding joined the SGHC Psychology Department in 2007. After attending the Clinical Psychology Program at Fuller Theological Seminary's Graduate School of Psychology, he completed an APA-approved internship at the Allendale Association/Bradley Counseling Center in Illinois in 2004. He then remained at the Allendale Association until 2006 as a Postdoctoral Resident and was subsequently hired as a Staff Therapist where he worked with children and adolescents in residential, group home, and day school placements. Dr. Fielding works on a half-time basis on a Continued Care Unit providing a full range of psychological services to adult patients, including psychological testing, relationally-oriented individual and group therapy, and psychoeducational groups. He uses a psychodynamic approach to conceptualizing and treating patients that blends Developmental, Self, and Object Relations perspectives. His areas of interest include personality structures/disorders, psychodynamic theory and treatment across the lifespan, religion/ culture/ worldview interactions with psychopathology, and the mutual influence of systems and individuals on one another in treatment settings. Dr. Fielding acts as a secondary supervisor for interns related to therapy. Dr. Fielding is a member of the American and Maryland Psychological Associations. He serves as a primary rotation supervisor for interns as well as an interviewer for intern selection.

LEILA FORD, PH.D.

Dr. Ford joined the Spring Grove Hospital Staff in early 2007 following receiving her degree from Howard University. She completed her internship in Counseling Psychology at Devereux Foundation in Pennsylvania in 1996. Dr. Ford serves on an Adult Admission Unit where she provides a full range of psychological services to both voluntary and court-ordered patients. With her treatment team she participates in the completion of competency and criminal responsibility evaluations for forensic patients. Other duties include facilitating several psychotherapeutic groups to assist patients in gaining greater awareness and understanding of mental illness as well as to develop and implement realistic strategies to manage their mental illness and reduce the probability of future hospitalizations. In addition, Dr. Ford conducts individual psychotherapy, according to the treatment needs of each patient. She actively assists the treatment team in designing treatment plans and with maintaining a safe and therapeutic environment for all patients. Her special interests include psychological assessment with ethnic minority groups, group dynamics and multicultural counseling. Dr. Ford also serves in the role of Externship Training Coordinator. Additionally, Dr. Ford acts as a primary rotation supervisor for interns as well as an interviewer for intern selection. Dr. Ford is a member of the American Psychological Association, the Maryland Psychological Association and the Association of Practicing Psychologists.

SUZANNE GUERZON, PSY.D.

Dr. Guerzon received her doctorate in clinical psychology for Rutgers University, in New Brunswick, NJ in 1999. At Rutgers, Dr. Guerzon was a MAP fellow and conducted research on the interplay of clinical and organizational psychology. She completed her internship, which included a forensic rotation at Springfield Hospital Center in Sykesville, MD. She then worked for the Department of Corrections for the State of Maryland at Patuxent Institution for five years where she conducted psychological assessments, including risk assessments and pre-release assessments of felonious offenders. Following her work at Patuxent, Dr. Guerzon worked for the Federal Government, first for the Department of Defense and then for the Court Services Agency for Washington D.C. Dr. Guerzon joined Spring Grove Hospital Center staff in 2008, as the first psychologist dedicated to the Forensic Services office. She performed court-ordered assessments for inpatient and outpatient individuals to determine competency to stand trial and criminal responsibility, and provided the hospital opinion on such matters to the various District and Circuits Courts in the State of Maryland. Dr. Guerzon is currently working as a staff psychologist on the White C unit of the hospital where she provides assessment and treatment of patients with chronic mental illness and dementia.

PATRICIA JONES, PSY.D.

Dr. Jones is a Psychology Associate who joined the SGHC Department of Psychology in February of 2011. She graduated from the American School of Professional Psychology at Argosy University in Washington, D.C. in August, 2010. She has a Master of Arts degree in Clinical Psychology from Towson University. Dr. Jones' clinical training experience includes working with children, adolescents, and adults in outpatient settings, to providing individual therapy to adults with mental health problems in a pretrial court supervisory setting, as well as conducted therapy and assessments with adults who had problems with gambling in a residential treatment facility. Dr. Jones is a part-time employee on an Admissions Unit at SGHC where she provides a full range of psychological services to adult patients to include psychological assessment, psychoeducational and process groups, and individual therapy. Dr. Jones utilizes a cognitive-behavioral approach to conceptualize diagnoses, guide treatment planning, and execute interventions. Dr. Jones' interests include integrating spirituality and psychotherapy, as well as meditation and various forms of relaxation therapies (guided imagery and progressive muscle relaxation just to name a few). As Dr. Jones'

Doctor of Psychology degree has a concentration in Diversity and Multicultural counseling, she enjoys treating individuals from a multicultural perspective. Dr. Jones will be serving as an interviewer for intern selection.

STEVEN KELLOGG, PSY.D.

Dr. Kellogg joined the SGHC Psychology Department in 2004. After attending the Clinical Psychology Program at Argosy University, Illinois School for Professional Psychology in the late 1980's, he completed an APA-approved, Pre-doctoral Clinical Psychology internship at Crownsville Hospital Center from 1986 to 1987. He then joined the hospital staff completing a Post-doctoral year of supervised experience functioning as an adult admissions unit psychologist completing requirements for licensure. Subsequent employment assignments included inpatient adolescent admissions unit and long-term adolescent residential unit. Crownsville Hospital was closed in 2004. Since coming to Spring Grove Hospital Center, Dr. Kellogg has served as a unit psychologist on an intermediate care unit and then was assigned to an adult admissions unit with primarily forensic evaluation responsibilities. He provided a range of psychological services including assessments, letters to the court, consultation at forensic staffings and testimony at administrative law hearings. Dr. Kellogg is licensed in the States of Maryland and Virginia, and is listed in the National Register of Health Service Providers. He is a member of several professional organizations, including Division 12 of the APA, National Academy of Neuropsychology, and has served as the Vice President of the Anne Arundel Psychology Association from 1990-1995. Dr. Kellogg is active in his incorporated, general clinical psychology private practice located in Annapolis, MD. He has provided contractual psychological services for Correctional Medical Services at Anne Arundel County Detention Center and local Human Resources Departments. Dr. Kellogg has served as an adjunct faculty/practicum supervisor for Argosy University, DC campus. He has provided post-doctoral supervision for Psychology Associates. He was previously an Adjunct faculty/field supervisor for students attending the Universidad De Deusto, Bilbao, Spain (1996). Dr. Kellogg is interested in Psychodiagnostic Testing, Personality Disorders, and Forensic Assessment. Dr. Kellogg has served as an intern primary supervisor in the adult admissions rotation, as well as supervises externs and as an interviewer for intern selection. Dr. Kellogg is presently assigned to the Continuing Care Division. Dr. Kellogg accepts clients from Pro Bono Counseling Project and Give An Hour.

***JEROME KOWALEWSKI, PH.D.**

Dr. Kowalewski came to Spring Grove Hospital Center during the consolidation in 2004. He is currently in the capacity of Director of Psychology and was both the Director of Psychology and Training Director of an APA-approved internship program at Crownsville Hospital Center prior to coming to Spring Grove. Dr. Kowalewski functions with Dr. Arnheim as a member of the Department of Psychology's Behavioral Consultation Team. As such, he also provides behavioral consultations to treatment teams throughout the hospital, assisting them with designing, implementing and evaluating behavioral programs for the patients.

Dr. Kowalewski has taught a variety of graduate classes at local universities, particularly, Loyola College in Maryland, including, Cognitive Therapy; Group Therapy; Advanced Abnormal Psychology; and Behavioral Therapy. He is a Founding Fellow of the Academy of Cognitive Therapy. His areas of interest are the spectrum of cognitive-behavior therapies, ADHD, bipolar disorder and anxiety disorders, particularly with children and adolescents. Outside of the hospital, Dr. Kowalewski serves as the Chairperson of the Psychology Advisory Council (PAC), who meets monthly with all the Directors of Psychology of Mental Hygiene Administration facilities in Maryland. Dr. Kowalewski conducts the Supervision and Evidence-Based Training Seminars as well as serves as an interviewer for intern selection.

LYNETTE MALLOCH, PH.D.

Dr. Malloch completed her graduate work in psychology at the University of Aberdeen, Scotland and the University of Toronto, Canada. In addition, she had the opportunity to study with Dr. Aaron Beck at the University of Pennsylvania during a summer program in 1978. She completed her internship in the Prince Georges Co. Public School System. She joined the Spring Grove Hospital Center's Department of Psychology staff in July, 2008 after serving numerous years at the Regional Institute for Children and Adolescents – Southern Maryland (RICA) as the Psychology Services Chief. While at RICA, Dr. Malloch developed an externship program for Argosy University clinical psychology students. At Spring Grove Hospital Center, Dr. Malloch works full time with continued care patients providing psychological assessments and individual and group therapy that focus on social skill development. Staff consultation and treatment planning to support the therapeutic milieu and strengthen the multidisciplinary team approach is also an important focus. Dr. Malloch is also in charge of staff development in the Psychology Department. She provides training to interns as a primary rotation supervisor as well as serves as an interviewer for intern

selection. Dr. Malloch is on the National Register of Health Service Providers and is a clinically certified Juvenile Treatment Specialist with the National Association of Forensic Counselors.

***ANNE F. MICHAELS, PH.D.**

Dr. Michaels joined the SGHC Psychology Department as part of the hospital consolidation in 2004. She received an APA-approved internship at Crownsville Hospital Center after obtaining her doctorate in School Psychology from the University of Maryland. At SGHC, Dr. Michaels provides services on the Adolescent Unit that includes a full range of psychological evaluations, including court-ordered evaluations for risk assessment, competency, and sexual offenders. Dr. Michaels also provides individual therapy utilizing a cognitive-behavioral approach as well as group therapy, including Mood Management Group and Trauma Group. She has provided continuing education programs on hypnosis and assessment for the Psychology Lecture Series at Spring Grove and a poster on her anxiety research at the American Anxiety Disorders Association. In addition to licensure, Dr. Michaels is a nationally certified school psychologist. She is an active member of several professional organizations including fellow in the Maryland Psychological Association, the American Psychological Association, the National Association of School Psychologists, and American Society of Clinical Hypnosis. In the Internship program, Dr. Michaels is involved in supervision on the Adolescent Unit as a primary rotation supervisor and serves as an interviewer for intern selection.

THOMAS JEFFREY NEAL, PH.D.

Dr. Neal received his Ph.D. in 1987 in clinical-community psychology from the University of Maryland, College Park. He completed two pre-doctoral internship programs, one focusing on clinical child psychology at the Regional Institute for Children and Adolescents (1983-84) and one at John Hopkins Hospital focusing on medical-clinical psychology (1984-85). Dr. Neal was the court psychologist for Calvert County from 1987 to 2005 and he has maintained a private practice in forensic psychology since 1992. He has testified as an expert in District and Circuit Courts in Maryland and Virginia and in the United States District Court. Dr. Neal has also lectured on various topics related to forensic psychology as a part-time instructor in psychiatry at the Johns Hopkins School of Medicine. He assessed and treated patients with major mental illnesses at the Calvert County Health Department from 2005 until he joined the SGHC Psychology Department in 2010. Dr. Neal's current assignment at SGHC is on a Continued Care Unit providing a full range of psychological services to adult patients, including psychological testing, individual and group therapy, and psycho-educational groups. He also supervises psychology externs. Additionally, Dr. Neal is assigned part-time to the hospital's Forensic Services office, conducting both inpatient and outpatient/ambulatory pretrial evaluations. He continues to maintain a private practice treating children, adolescents and adults in psychotherapy in Virginia. Dr. Neal holds psychology licenses in both Maryland (general) and Virginia (clinical). He is a member of American Psychological Association, Fellow of the Maryland Psychological Association, and a Diplomate of the American Board of Psychological Specialties- Clinical Forensic Psychology. Dr. Neal is presently involved with the internship program as an interviewer for intern selection, as well as providing supervision on assessment cases.

JUDITH RYAN, PH.D.

Dr. Ryan joined the Spring Grove staff in 1994 following her work at Carter Center and Finan Center, other state supported facilities. Dr. Ryan completed her Ph.D. from the University of Michigan. At Spring Grove, Dr. Ryan works on an admission unit. In addition, she is the department liaison with the hospital's Medical Records Committee and, as such, assists the Director of Psychology in the department quality assurance program. Special interests include assessment in the areas of forensics, disability, vocational rehabilitation and psycho-education. Dr. Ryan holds licenses in Maryland and the District of Columbia. In addition, she is a member of several professional organizations including the Association of Practicing Psychologists of Montgomery/Prince Georges Counties and Division 5 of the American Psychological Association. Dr. Ryan is presently involved with the internship program as an interviewer for intern selection.

MELANIE SCHETTLER, PSY.D.

Dr. Schettler received her doctorate in clinical psychology from The George Washington University in Washington DC. She completed her internship at the Federal Bureau of Prisons Correctional Complex in Coleman, Florida. Dr. Schettler's primary areas of practice include forensics, multicultural mental health, and neuropsychology. As a bilingual psychologist, Dr. Schettler brings to her clinical work a multicultural perspective and experience with individuals from all over the world and many walks of life. Dr. Schettler joined Spring Grove Hospital Center staff in 2011 as a part-time forensic psychologist. She performs court-ordered assessments for inpatient and outpatient individuals to determine competency to stand trial and criminal responsibility, and provides the hospital opinion on such matters to the Maryland courts. She also maintains a part-time private practice in Washington DC and holds psychology licenses in Maryland, Virginia, and Washington, D.C. Dr. Schettler acts a secondary supervisor for interns seeking enhanced/ specialty training in pre-trial forensic issues.

ANITA O. SOLOMON, PH.D., ABPP, MS

Dr. Solomon has been a full-time psychologist at Spring Grove Hospital Center for the past twenty years and currently is assigned to one of the Continued Care units. She completed her doctorate at the American University. Additionally, she graduated in 2009 from Fairleigh Dickinson University with a Post Doctoral Masters of Science degree in Psychopharmacology. Dr. Solomon is a Diplomate in Clinical Psychology by Examination by the American Board of Professional Psychology (ABPP). Dr. Solomon is a Fellow of the American Psychological Association, Division 31 State and Provincial Psychology Associations; Fellows of the District of Columbia Psychological Association and the Maryland Psychological Association both from which she received Public Service Awards for Voluntary Service. She has served as President and received distinction as “Outstanding President” from her colleagues of the Association of Practicing Psychologists in Montgomery – Prince Georges Counties, Inc. She also received the distinguished American Psychological Association Karl S. Heiser Award for Legislative Advocacy in spearheading the Psychologists as Expert Witnesses Law, writing the first bill with her late-husband, Frederic Solomon, Esquire. She received a Federal Research Grant for studying intelligence and creative thinking in elementary school children in first, third and fifth grades in low and high socioeconomic status. Her recent publication is co-authored with lead author Dr. Joshana Goga, now at Sheppard Pratt Hospital, on Psychopharmacology and Group Psychotherapies for Post-Traumatic Stress Disorders. Dr. Solomon is currently involved in training of interns through educational/ didactic seminars as well as presentations at SGHC’s Grand Rounds and Department of Psychology’s Psychology Lecture Series. She also serves as an interviewer for intern selection.

***KATHLEEN TALL, PH.D.**

Dr. Tall joined the Spring Grove Hospital Psychology staff in 1991 after receiving an M.A. in clinical psychology at Loyola College of Maryland (1986) and a Ph.D. in Clinical Psychology from St. Louis University in 1990. Dr. Tall is a 1989 graduate of the Spring Grove pre-doctoral internship program and after receiving the Ph.D. completed a postdoctoral fellowship through Johns Hopkins School of Medicine at Kennedy Institute for Children and Adolescents. Before developing her interest in Psychology, Dr. Tall had completed a B.S. in education at the University of Alabama, and a M.Ed. in reading specialization at Auburn University. She then taught at both the elementary and high school levels and in public, parochial and military dependents’ schools. Dr. Tall began to participate in the psychology student training programs in early 1992 and since then has supervised numerous interns and externs. Until recently, she was the program director for the residential/transitional housing units (Bridge and Home Run); this program will be closing in September 2012. Her current assignment is providing clinical services on the Treatment Research Unit. She is also the Department of Psychology’s representative on the Patient Care Committee and represents the assisted living programs on the Joint Executive Committee, Clinical Department Heads Committee and the hospital-wide Performance Improvement Steering Committee. Dr. Tall’s current interests include addictions, adult literacy issues, ADD/ADHD and the treatment of individuals with severe personality disorders and/or Axis I disorders. In addition, her special interest in the use of pets in therapeutic treatment of the mentally ill has led her to take an active interest in this therapeutic endeavor at Spring Grove, including bringing in her own Sheltie to interact with the patients. She is a member of the hospital’s Pet Therapy Committee. Dr. Tall has served as a primary and secondary supervisor to interns as well as externs. She also serves as an interviewer for intern selection.

***KRISTEN ZYGALA, PSY.D.**

Dr. Zygala rejoined the SGHC psychology team in early 2011. She received her Psy.D. from Loyola University in Maryland. While in the doctoral program, Dr. Zygala trained at multiple state hospital facilities before becoming a psychology intern at Crownsville Hospital Center. In 2004, toward the end of her internship, Dr. Zygala joined SGHC after the two state hospitals consolidated. Upon completion of the internship, she worked for one year as a Psychology Associate at Patuxent Institution, a maximum security prison. Dr. Zygala then returned to SGHC to work on Adolescent and Adult Admissions units. A few years later, she took a brief time off from SGHC to focus on private practice and her family. Although she continues to conduct outpatient juvenile court-ordered evaluations, Dr. Zygala has returned to SGHC where she provides a full range of psychological services to primarily forensic patients on an Adult Admissions unit. In particular, she conducts psychological evaluations to assist with diagnosis, treatment, competency to stand trial, criminal responsibility, risk, and malingering. Dr. Zygala also provides individual and group therapy as well as crisis intervention and consultation with the treatment team. Dr. Zygala is an

active member of the Maryland Psychological Association and the American Psychological Association. Dr. Zygala participates in the internship program as a primary rotation supervisor and is actively involved in the intern selection process as an interviewer.

ADJUNCT STAFF

DEBORAH HASKINS, PH.D.

Dr. Haskins joined our department as Adjunct Faculty in August, 2005. Her theoretical orientation is an integrative orientation valuing psychoanalytic/psychodynamic and existential/humanistic with a strong integration of multiculturalism and diversity through the assessment and treatment process. Her special interests are diversity and multiculturalism, counseling in the areas of sexual abuse trauma recovery, addiction aftercare, gambling addiction, women's development and empowerment, and grief and loss (death, relationships) and career development. She completed a dual internship at the Psychiatric Institute of Washington and the Prince Georges Pastoral Counseling Centers (93-94). She graduated from Rider University in Office Administration and minored in psychology; Rider University in Counseling Services, and from Loyola College of Maryland in Pastoral Counseling.

Dr. Haskins received 2nd Place Dissertation Award from IPAT, Inc. for use of the 16PF in her dissertation examining attitudes toward incest and child sexual abuse among African Americans. Dr. Haskins currently coordinates a master's graduate program in mental health counseling and teaches counseling courses; previously she has taught undergraduate/masters/doctoral students in psychology. She has developed programs to meet diversity training objectives for APA accreditation of the Doctoral Program. Dr. Haskins is a nationally certified gambling addiction counselor, Board-Approved Clinical Consultant, and Board Member of the International Problem Gambling Certification Board. She provides cultural diversity and gambling addiction training and supervision to clinicians and counselors across the United States and serves as an outside consultant related to diversity issues. She is the leader of the Diversity Seminar and Case Presentation.

SUPPORT STAFF

MISSIE McGREEVY- Secretary, Psychology Department

Ms. McGreevy joined the Spring Grove Psychology Department in May of 2009 following the closure of Rosewood Center. She provides secretarial support to the administrative functions of the Director Psychology, as well as secretarial support to the Psychology Internship Training Director, Coordinator of Externship Training, Psychology Training Supervisors, and Psychology Faculty Staff. She assists interns in the completion of bi-weekly timesheets and payroll, and general inquiry. She also supports members of the Psychology Department in the preparation of reports to maintain program accreditation with the American Psychological Association.

APPLICATION PROCEDURES

All application materials for our program must be submitted by Midnight (EST) on November 1st.

Prerequisites (MUST be met for consideration):

1. Current enrollment in an APA-accredited Ph.D. or Psy.D. program in Clinical or Counseling Psychology;
2. Completion of **1000** Total Hours of practicum work by application deadline (November 1, 2012)
3. **550** of the combined Total Practicum Hours must be related to direct interventions and assessment, with a least 50% of those combined hours with adult patients and/or clients. Further, of the 550 combined Intervention/ Assessment hours:

- a) At least **300** face-to-face Intervention Hours
- b) At least **100** direct Assessment hours

PLEASE NOTE: for Terminal Master Hours to count, these hours MUST be verified by your current Training Director (as indicated on the AAPI application).

- 4. Comprehensive exams passed by application deadline.
- 5. Dissertation or Clinical Research Project-- proposal accepted/approved by committee by application deadline
- 6. Though not an absolute requirement, experience working with a serious and persistent mentally ill population, particularly adults, is highly desirable, as is prior psychiatric inpatient experience.
- 7. Professional Liability insurance coverage (by start date of internship in (August)

Required Materials:

Your application packet should include:

- 1. The latest version of the APPIC Application for Psychology Internship (AAPI);
- 2. Curriculum Vitae;
- 3. **Cover Letter, which should address applicant's experience (including anticipated experience) with Serious and Mentally Ill populations (i.e., diagnoses, treatment modalities utilized, assessments completed, etc.)**
- 4. Two (2) letters of reference from licensed psychologists familiar with applicant's clinical work
- 5. Copy of Graduate Transcripts - Master's Degree (if obtained at a different university than your doctoral program university) and Doctoral Degree;
- 6. A copy of a **comprehensive psychological** report with an **adult** patient/client; report should include at minimum **cognitive/intellectual** and **personality** testing (please do not send a Neuropsychological Report)
- 7. Please be advised that an interview is Mandatory. *An in-person interview is strongly recommended, however, a telephone interview will be accepted but only under certain circumstances.*
- 7. **Special Requirements – State of Maryland** – If you are invited for an interview at Spring Grove Hospital Center, you will be required to submit additional application materials required by the State of Maryland. These forms will be included along with directions to SGHC with your invitation to interview. Candidates must fill out these documents and send them back via posted regular mail (NOT emailed or faxed) prior to the interview.

Further, if you are selected, you will be required to undergo a background check and pre-employment physical/TB testing as a new employee.

INTERVIEW PROCESS AND REQUIREMENTS

If you are invited to interview for an internship positions, please be advised that we consider the mandatory on-site interview essential for intern candidates and our staff and current interns to get to meet and talk with each applicant individually. We devote considerable time and effort to the interview process with the anticipated result that candidates will know us and what we have to offer them, as well as giving us an opportunity to put a face to all the paperwork. We will, of course, make every effort to accommodate candidates. For example, we have several proposed dates that we give to candidates to rank-order in terms of preference (see below). We will make every effort to reschedule if an unplanned/ unexpected event occurs that causes you to have to make a change though, due to the programmed nature of the process, we cannot guarantee that a reschedule would provide you with all of the same experiences as the original date (such as a tour), or that we will be able to provide you with an on-site interview.

Our interview process will require your presence at our facility from **about 8:00 a.m. to 2:00 p.m. on the**

appointed day. The interview process includes: 1) a formal, structured interview with two staff psychologists followed by informal time; 2) interview with the Internship Training Director; 3) informal time with one of the current interns; 4) a Writing Sample; and 5) a Hospital Tour. A continental breakfast and a deli lunch are included. We typically interview 24 applicants, 6 per day (though this is subject to change)

If selected for an interview, you will be notified via email. Further, you will be asked to rank all of the possible interview dates from 1 = most preferred to 4 = least preferred.

*****We will require your interview date preferences within 24 hours of notification in order to develop the interview schedule- this is absolutely critical as the time between notification and first interview date is quite short*****

If you are **absolutely unable** to attend on one of the dates, you will cross through the date (s) and rank-order the remaining dates. While we will make every effort to accommodate candidates' requests, we cannot guarantee that you will receive your first choice of date. In addition, should you need to change your date, we cannot guarantee that there will be an available opening on another day.

FOR INTERNSHIP TRAINING YEAR 2013-2014,
THE FOLLOWING DATES HAVE BEEN SELECTED FOR INTERVIEWS.

**PLEASE TAKE INTO CONSIDERATION THESE DATES WHEN APPLYING,
AS AN ON-SITE INTERVIEW IS MANDATORY.**

- _____ **December 10, 2012 (Monday)**
- _____ **December 12, 2012 (Wednesday)**
- _____ **December 17, 2012 (Monday)**
- _____ **December 19, 2012 (Wednesday)**

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SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PRE-DOCTORAL CLINICAL INTERNSHIP TRAINING PROGRAM

For additional information or assistance, please contact:

Ms. Missie McGreevy
Psychology Department Secretary
Phone: (410) 402-7829
Email: Delana.McGreevy@maryland.gov

or

Robyn Davidson, Ph.D.
Psychology Internship Training Director
Phone: (410) 402-7830
Email: Robyn.Davidson@maryland.gov

**Questions related to the program's accreditation status
should be directed to the Commission on Accreditation:**

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
Phone: (202) 336-5979, TDD: (202) 336-6123
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The APA- Accredited Pre-Doctoral Internship site at Spring Grove Hospital Center agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant

The Internship Training Program at Spring Grove Hospital Center is committed to maintaining and enhancing diversity in ideas, orientation, culture, ethnicity and experience. To that end we encourage and solicit applications from all localities, schools and minorities who might qualify. Furthermore, we contact the various educational institutions via email and written correspondence to emphasize that sentiment.

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SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PRE-DOCTORAL CLINICAL INTERNSHIP TRAINING PROGRAM

Match Number is: 134911

Internship Training Year 2013-2014

APPLICANT CHECKLIST

Please submit the following materials by **November 1, 2012** to be considered for internship training at Spring Grove Hospital Center.

- _____ The online APPIC Application for Psychology Internship (AAPI);
- _____ Cover letter, which address applicant's experience (including anticipated experience) with Serious and Mentally Ill populations (i.e., diagnoses, treatment modalities utilized, assessments completed, etc.)
- _____ Curriculum Vitae;
- _____ Two (2) letters of reference from licensed psychologist familiar with applicant's clinical work;
- _____ Graduate Transcripts - Master's Degree (if different from doctoral university) and Doctoral Degree;
- _____ A comprehensive psychological report (adult patient/client, including at minimal intellectual and personality testing);
- _____ Include your Match Number on all application materials

Please be advised that an on-site interview is Mandatory
Your presence will be required from approximately 8am to 2 pm

***The following dates have been selected for interviews- please keep these in mind;
if you are invited for an interview you will be asked to rank order these dates:***

Monday, December 10, 2012
Wednesday, December 12, 2012
Monday, December 17, 2012
Wednesday, December 19, 2012

The APA- Accredited Pre-Doctoral Internship site at Spring Grove Hospital Center agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.